

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 014 MAY 13 PM 1:43 Document Control Center </div>
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Donna ISD	108902	111, 103	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6000691	1	15/34	023448491
Mailing address		City	State ZIP Code
116 N. 10 th St.		Donna	TX 78537

Primary Contact

First name	M.I.	Last name	Title
David		Chavez	Director of Technology
Telephone #	Email address		FAX #
956-464-1660	dchavez@donnaisd.net		956-464-1763

Secondary Contact

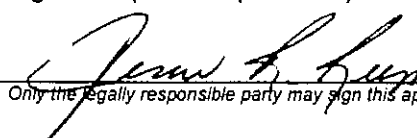
First name	M.I.	Last name	Title
Ernesto		Ozuna	Master Instructor of Technology
Telephone #	Email address		FAX #
956-464-1660	erozuna@donnaisd.net		956-464-1763

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Jesus	R	Reyna	Interim Superintendent
Telephone #	Email address		FAX #
956-464-1600	jrreyna@donnaisd.net		956-464-1752
Signature (blue ink preferred)			Date signed


5/12/2014

Only the legally responsible party may sign this application.

701-14-107-160

Schedule #1—General Information (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 108902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Students Targeting Achievement in Reading through Technology (START) is the name of this project.

Donna ISD is dedicated to serving its unique population of LEP students and economically disadvantaged families. Students struggle with reading skills, language acquisition, and cultural adoption. Student reading success often acts as a "gateway" to higher achievement in later grades throughout the curriculum (Callahan et al., 2009). Teaching and learning, the core of our success, largely depends on student literacy skills (Egbert & Ernst-Slavit, 2010).

Since Donna ISD serves a large "Colonia" population of mainly immigrant homes in rural areas within the district with limited public services, our schools reflect community enrollment. In M. Rivas Elementary, 100% of the students are from the colonias and Truman Price Elementary enrollment includes 75% of colonias students. As a result, our students have unique language acquisition requirements throughout the curriculum (Luykx et al., 2008, and Lee and Fradd, 1998). None of these colonia campuses have the resources to provide Internet access to these 3rd graders who are in the middle of their elementary years. The **START** program is designed to provide home Internet access, mobile devices, and Reading software to assist students to improve their reading level for students to succeed on the STARR Reading Assessment. **START** will make it possible for these students to have equal access to technology for many students who currently lack the resources to work on assignments and software programs from home.

Educational resources, once unavailable due to schedule conflicts, rural locations, or family financial circumstances, can now be a reality with this grant to many of our economically disadvantaged and LEP students. These two campuses are identified as "most in need" in Benchmark Reading Scores from the STARR Released Reading Assessment, Renaissance Place Reading Level, and Telpas Composite Rating. According to the PEIMS Student Data, Truman Price has 93.18% economic disadvantage and 53.41% LEP students. Similar in composition, M. Rivas has a 98.90% economic disadvantage and 76.61% LEP students. It cannot be overemphasized: the challenge facing these students from the colonia populations is a significant factor in students' academic success, and the two schools selected for the program serve 100% (M. Rivas Elementary) and 75% (Truman Price) students from colonia homes.

Through an infusion of instructional technology and associated reading development software, the **START** program can provide mobile devices with Internet access for 50 third-grade students in each school on a daily basis as assigned by teachers. Students in the program will take the mobile device home to work on take home assignments and instruction-supporting Reading Software that we have carefully selected to positively impact curricular success.

The **START** program also addresses three primary goals of NCLB, Title II, Part D – Enhancing Education Through Technology Act of 2001, in several categories:

1. To improve student academic through the use of technology in elementary schools and secondary schools.
2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State education agencies and local education agencies.

Through the **START** program, we are addressing items in Donna ISD's Technology Plan mission, including "Integrating Technology and Instruction", and "Use of distance /online learning and digital content services for expanding and meeting the needs of students." These goals and objectives are strictly aligned with the State Board of Education long range plan for technology for the years 2006-2020, the Texas StaR Chart, NCLB Act of 2001, the Donna ISD Mission Statement, and the district's improvement plan.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

More specifically, the proposed **START** program goals meet the following objectives at the district level:

1. To ensure ongoing integration of technology into school curricula and instructional strategies in all schools in the state so that technology will be fully integrated into the curricula and instruction of the schools.
2. Encourage and support the continued development of innovative programs and technical standard design to increase access to online learning tools and content for all learners, including those with disabilities.
3. Promote the development and use of innovative strategies for the delivery of curricula and instruction through online, digital technology, and a variety of distance learning technologies.
4. Develop and implement a coordinated, statewide initiative, including standards, policies, and programs to support and provide equitable access to quality online content, courses, instruction, and professional development delivered via online, digital technology, and a variety of distance learning technologies.

Allowable Activities and Use of Funds

The activities/use of funds allowable under the **START** program may include but are not limited to the following and fall within appropriate guidelines noted by the state and the district regarding the effective use of educational funds:

- The purchase of electronic devices for check out so that each student in a participating classroom has an electronic device for use at school and home
- The purchase of computer carts allowing for storing and charging of electronic device in the classroom
- Digital content and resources: The purchase of digital learning materials and resources needed to supplement existing programs
- Other software needed to support instruction
- The cost of ensuring all students have anywhere, anytime Internet access

Note

Funds shall not be used to build a demonstration site program from the ground up but to expand or enhance current promising activities.

References

Callahan, R., Wilkinson, L., Muller, C., & Frisco, M. (2009). ESL placement and schools: Effects on immigration achievement. *Education Policy*, 23(2), 355-384. doi:10.1177/0895904807310034.

Egbert, J. L., & Ernst-Slavit, G. (2010). *Access to academics: Planning instruction for K-12 classrooms with ELLs*. Boston, MA: Allyn & Bacon Publishers.

Lee, O., & Fradd, S. (1998). Science for all, including students from non-English language backgrounds. *Educational Researcher*, 27(4), 12-21.

Luykx, A., Lee, O., & Edwards, U. (2008). Lost in translation: Negotiating meaning in a beginning ESOL science classroom. *Educational Policy*, 22(5), 640-674. doi:10.1177/0895904807307062

State Board of Education, Texas Education Agency. (2006). Long-range plan for technology, 2006 - 2020 (lrpt)

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108902				Amendment # (for amendments only):	
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016				Fund code: 410	
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$45,558	\$	45,558
Schedule #9	Supplies and Materials (6300)	6300	\$4,942	\$	\$4,942
Schedule #10	Other Operating Costs (6400)	6400	\$7,500	\$	\$7,500
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$42,000	\$	\$42,000
Total direct costs:			\$100,000	\$	\$100,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$100,000	\$	\$100,000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$100,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$15,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$

a. Subtotal of professional and contracted services (6200) costs requiring specific approval:

\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Internet Access		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: Mobile Device with 3g capability for students		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$45,558
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$45,558

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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 108902		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 108902		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
	Total budget:		\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$45,558	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$45,558	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108902

Amendment number (for amendments only):

Expense Item Description

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted \$
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies		
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:		
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:		
6399	Technology Hardware—Not Capitalized					Grant Amount Budgeted \$4,942
	#	Type	Purpose	Quantity	Unit Cost	
	1	Ipad covers	Protect devices	100	\$49.42	
	2				\$	
	3				\$	
	4				\$	
	5				\$	
6399	Technology software—Not capitalized					\$
6399	Supplies and materials associated with advisory council or committee					\$
Subtotal supplies and materials requiring specific approval:					\$	
Remaining 6300—Supplies and materials that do not require specific approval:					\$	
Grand total:					\$4,942	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 108902		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$7,500
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$
Grand total:			\$7,500

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 108902

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX/15XX—Technology hardware, capitalized				
2	Ipad 2 devices	100	\$320	\$32,000
3	Power Sync Cart for ipads	4	\$2500	\$10,000
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$
Grand total:				\$42,000

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 108902 Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			1123	
Category	Number	Percentage	Category	Percentage
African American	3	N/A	Attendance rate	97.1%
Hispanic	1116	N/A	Annual dropout rate (Gr 9-12)	N/A
White	3	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	1	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	1093	97.3%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	756	67.3%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	6	0.05%	Average ACT score (number value, not a percentage)	N/A

Comments

The above figures are based on the 2011-2012 Texas Education Agency - Academic Excellence Indicator System. The numbers and percentages are based on the campus total. The AEIS reports does not break down the numbers and percentages to the grade level. The number of students that are targeted in this grant will selected from Truman Price Elementary and M. Rivas Elementary 3rd grade. The number of students at each campus will be 50.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					100										100
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:					100										100

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Schedule #13—Needs Assessment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To identify and prioritize proposed **START** program needs, Donna ISD is using familiar data resources to make systematic data-driven decisions to make the most meaningful impact with the students most in need of reading assistance. These data sources include, but are not limited to, surveys, PEIMS data, attendance records, economic needs data, and demographic information. By integrating the data into our selection process, we will be able to extend the value of the program into other programs should the funding become available. The **START** program is only one of the opportunities to meet the academic needs of all students and improving student achievement by implementing confronting challenging academic standards.

The Donna ISD **START** needs assessment process will first begin with data collection, followed by analysis. During analysis, the data will be evaluated against school-wide learning goals. The **START** program will be data-driven through the prioritization of achievement goals, plan development, fund allocation, and resource distribution in an organized pattern of assessment and data analysis. The two participating campuses will continue to follow the district schedule to update their improvement plans to implement and to address the current school year's needs, as well as evaluate the existing year's plan in preparation for the upcoming school year. These school plans support and address the district improvement plan, which is crafted using the data-driven needs identified by each individual school in the campus improvement plans.

For the **START** program, two elementary schools have been targeted as "most in need" due to significant economic disadvantage, LEP program enrollment, and no significant off-campus Internet access.

Indicator	Truman Price Elementary	M. Rivas Elementary
Economic Disadvantage	93.18%	98.90%
LEP Enrollment	53.41%	76.61%
Colonia population enrollment	75%	100%
% of 3 rd Graders meeting Telpas Composite Reading Diagnostic standards	72% (28% not at level)	27% (73% not at level)
% of 3 rd Graders reading at grade level as per Renaissance Place Star Screening Reading Levels	30% (70% below level)	17% (83% below level)

Data targeted for improvement in the **START** program through our needs assessment process.

The scores above are clear indicators of a need for our students with low English proficiency Levels. The Telpas Reading Assessment indicates that the 3rd grade students at M. Rivas and Truman Price are at the composite rating intermediate level just above the beginner level one.

A great deal of research suggests that having access to information technology during formative learning years is especially beneficial to disadvantaged students (Kularshi and Moller, 2012, Hohlfield, Ritzhaupt, Barron, and Kemker, 2008). The **START** program has defined an essential goal to provide Internet access to those areas identified as "in need" so that economic disadvantaged students have a better chance to improve their reading skills. In essence, this extends the school environment to the home in a model that has shown success in the past in other school districts.

The **START** program will allow for the each school to lend 50 iPads, along with integrated reading and learning support, to students targeted by this program.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address									
1.	Increase the reading level scores to reflect on-grade reading.	<p>Close the gap of reading level scores for targeted campuses indicated in the table below.</p> <table> <tr> <th>Indicator</th><th>Truman Price ES</th><th>M. Rivas ES</th></tr> <tr> <td>% of 3rd Graders meeting Telplas Composite Reading Diagnostic</td><td>72% (28% not at level)</td><td>27% (73% not at level)</td></tr> <tr> <td>% of 3rd Graders reading at grade level as per Renaissance Place Star Screening Reading</td><td>30% (70% below level)</td><td>17% (83% below level)</td></tr> </table>	Indicator	Truman Price ES	M. Rivas ES	% of 3 rd Graders meeting Telplas Composite Reading Diagnostic	72% (28% not at level)	27% (73% not at level)	% of 3 rd Graders reading at grade level as per Renaissance Place Star Screening Reading	30% (70% below level)	17% (83% below level)
Indicator	Truman Price ES	M. Rivas ES									
% of 3 rd Graders meeting Telplas Composite Reading Diagnostic	72% (28% not at level)	27% (73% not at level)									
% of 3 rd Graders reading at grade level as per Renaissance Place Star Screening Reading	30% (70% below level)	17% (83% below level)									
2.	Identified intended audience	Identify Student Population, specifically students reading below grade level as identified by Telplas scores and Renaissance Place Star Screening Reading Levels at two schools: Truman Price Elementary and M. Rivas Elementary.									
3.	Pre-assessment for network to prepare for a successful implementation.	Ensure that the network is operable and ready for students to access reading program. Software is loaded onto the laptops, so would not need Internet access for basic functionality. However, network access is provided in school for full accessibility to learning applications and productivity functions.									
4.	Time line implementation throughout the START program cycle.	The START program will hold District accountable through previously-developed guidelines. Approval for the START program has already been obtained at the district level, and the local schools are prepared to implement the program upon funding.									
5.	Provide WiFi capability off campus where possible.	Assist in purchasing iPads for targeted student population.									

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Schedule #14—Management Plan

County-district number or vendor ID: 108902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Technology	Have a Masters Degree in Educational Technology with over 20 years of experience in K-12 education including certificates in teaching, Principal, and Master Technology Teacher.
2.	Principal	Have a Masters Degree in the education field with at least 3 years of teaching experience and 2 years of administrative in K-12 education including certificates in teaching and Principal.
3.	Curriculum Specialist	Have a Masters Degree in the education field with at least 3 years of teaching experience in K-12 education including certificates in teaching.
4.	Master Instr. of Technology	Have at least a Bachelors Degree with over 25 years of experience in K-12 education including certificate in teaching.
5.	Instr. Tech. Specialist	Have a Masters Degree in Educational Technology with 12 years of experience in K-12 education including certificates in teaching and Master Technology Teacher.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Implementation: Accept grant and get quotes for the devices and software.	1. Accept NOGA at school board meeting	7/18/2014	8/18/2014
		2. Order SRA Reading Laboratory with other funds.	7/18/2014	8/18/2014
		3. Setup SRA management system with campus data.	7/18/2014	8/18/2014
		4. Order 100 ipdas and power sync carts.	8/18/2014	10/01/2014
		5.		
2.	Coordinate with targeted campuses on strategies and training.	1. Meet with project personnel to plan for implementation.	08/15/2014	08/22/2014
		2. Conduct professional development on software with teachers and curriculum specialist.	08/18/2014	08/31/2014
3.	iPad devices setup and implementation.	1. Configure iPads for student use on Air Watch mobile device management system.	9/15/2014	10/31/2014
		2. Subscribe to Internet Access for all iPads.	10/01/2014	10/31/2014
		3. Conduct PD on using iPads in the elementary classroom to the targeted teachers and curriculum specialist.	10/01/2014	10/31/2014
4.	Students will checkout the iPads to take home and work on reading objectives.	1. Meet with parents to explain the START program, their responsibilities, and expectations.	10/01/2014	10/31/2014
		2. Librarians will keep track of all iPads with Destiny Currulation System and check out to students.	10/01/2014	08/31/2016
		3. Teachers will identify the needs of the students and give SRA Reading assignments to do at home.	10/01/2014	08/31/2016
5.	Monitor and evaluate the usage and objectives with the ipads.	1. Campus administration will receive reports from the teachers.	10/01/2014	08/31/2016
		2. Teachers will monitor the students' progress on targeted objectives.	10/01/2014	08/31/2016
		3. Teachers will adjust content or strategies to meet needs of the students.	10/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

By conducting needs assessment activities as part of the organizational continuous improvement culture, Donna ISD looks closely at successes and opportunities for improvement on an annual schedule for the district and in smaller incremental timelines at the local schools. These timelines are part of improvement plans at both the district and school level, and the plans include detailed timelines for implementation and formative measures to collect improvement data.

Throughout the school year, data-driven planning teams evaluate interim assessment data to ensure goals are being met, changes to the plan are made as new issues arise, and progress is communicated throughout the district. When needed, action committees are formed to address more urgent or significant problems in student performance, and these action committees include administrators, teachers, and community representations. This process is similar to the process for management and improvement of the **START** program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Presently, Donna ISD has a limited number of smaller-form laptop computers (netbooks) available for checkout at the high school level. To support instruction with these devices, a series of software-based reading and language programs are available through the school network. The **START** program may follow a similar model with our existing programs by reallocating hardware and network resources to supplement the **START** program until the program iPads arrive. The instructional software delivered on existing devices will be updated and augmented to include new reading support applications, and previous instructional applications will still be available on the devices.

The **START** program is not scheduled to "end" at the end of the funding cycle. Instead, the **START** program is part of a larger plan to change the mode of education in Donna ISD to include net-capable devices for instructional purposes. Far from simply allowing students to "bring their own technology," Donna ISD is planning significant training, local investments of time and personnel, and ongoing support to enhance instructional technology. In short, the **START** program will remain in place, becoming part of other lending initiatives in the district that will be implemented as funding is obtained.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Measure participation in meetings, trainings, and coordination activities	1.	Sign in sheets of meetings, trainings, and activities kept by principal or designee at campus.
		2.	Sign in sheets and meeting notes will be maintained by the district grant coordinator.
2.	Pre/Post Assessments of students in Reading	1.	Documentation of pre/post assessments and analysis using standardized and district-determined instruments.
3.	Defined START program goals and objectives	1.	Related to process #1, awareness of defined goals and objectives will be informally assessed and included in training.
4.	Documentation of students checking out START iPads	1.	Review check in/out data of START iPads and promote program if use is lower than expected.
5.	Online curriculum assessments	1.	In addition to standardized reading assessments, the START online software includes objective-based assessments that will be used for interim improvement and differentiation data.
6.	Stakeholders surveys before, during, and after the year-long START program	1.	Surveys will be conducted using an online survey tool (https://www.surveymonkey.com/) to collect feedback and make appropriate adjustments in the START program
7.	Timeline development for START program	1.	Timeline will be developed collaboratively with district and local school leaders to ensure effective implementation
8.	Timeline will be developed collaboratively with district and local school leaders to ensure effective implementation	1.	Design and develop a START program website for collaboration, frequently asked questions (FAQs), program success communication, and strategies for overcoming issues.
9.	Summative START case study development	1.	Develop a multi-audience case study of the START program to share successes and obstacles.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data collection for Performance Measures: The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines, Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

Donna ISD will use the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) instructional design model to manage **START** program phases. Initially, the ADDIE model will provide a framework for meeting instructional goals through the **START** program, and will mature into a methodology for ongoing systemic improvement through feedback and adjustment cycles. The ADDIE model will be followed to overcome issues as they arise with hardware, network infrastructure, wireless communications, digital online content or curriculum, training, instructional technology support and teacher implementation. Working as a team, campus personnel, the district technology department, principals, the master instructor of technology, master technology teachers, reading teachers, and parents will support student success in the **START** program. For the program to be meaningful and effective, all stakeholders will need support to communicate and collaborate together. The district grant coordinator will be responsible for **START** program communications to stakeholders, especially in the areas of hardware availability, software use, school network concerns, and internet access, as well as publish information on the **START** program FAQ website to address issues and concerns for teachers and stakeholders. A teacher survey will also be distributed to identify issues and adjustment opportunities.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108902

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Donna ISD's elementary campuses are 100% equipped with PCs and student terminals. As such, all components will be interoperable. The following technologies will be acquired with grant funds:

Description of Service	Quantity	Cost for Each	Total Cost
iPad 2 devices	100 (50 per campus)	\$320.00 each	\$32,000.00
Power Sync Carts	4 (2 per campus)	\$2,500.00 each	\$10,000.00
Mobile Device Internet Access	100 (50 per campus)	\$455.00 per year per device	\$45,558.00
iPad 2 Protection Covers	100 (50 per campus)	\$49.42 each	\$4,942.00
iPad 2 Insurance Protection Plan	100 (50 per campus)	\$75.00 each	\$7,500.00
Total Cost			\$100,000.00

In addition to developing curricula for teachers to use in student-centered learning, students will also have access to district software already purchased with federal funds. These include, but not limited to, McGraw-Hill SRA Reading Laboratory 2.0 Software, Rosetta Stone Language Acquisition Software, Lexia Reading, Destination Reading, Learning.com, Thinkfinity, as well as all online library services and a variety of other free Web 2.0 technologies. Donna ISD is also a member of the Region One ESC Library Services and Media Coop and provides the district with access to Discovery Education digital video services and online databases including Britannica School Edition, EBSCO K-12 Package and Student Homework Help.

Donna ISD's **START Program** will ensure that participating third grade students have iPads with Internet connection that will allow them to access these programs at home. It will also focus on effectively using these technologies in the classroom environment where research has shown it is largely underutilized even though the number of computers per school continues to climb and the ratio of student to computer continues to fall, (Becker, 2000, 2001; Becker, Ravitz, & Wong, 1999; Cuban, 1989, 2001). This grant seeks to change that paradigm in Donna. The use of iPads with Internet connection and reading development software will establish a strong learning foundation long after the grant period ends.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108902

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the past 5 years Donna ISD has concentrated purchasing lending equipment using other funding sources, including Instructional Material Allotment, Connections Grant, federal, state, and local sources only for the secondary campuses. The district has not nor plan to purchase any lending equipment for the elementary campuses using IMA, federal, state, or local sources. This will be the first time any lending equipment will be purchased for the elementary campuses using the grant budget.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108902

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At Donna ISD, the mission statement is *committed to excellence*. We are dedicated to the idea that students will achieve academic success in all facets of their education through relevant, rigorous, and aligned curriculum. We also believe that every student can perform at or above grade level and graduate prepared for college and/or the workforce. As a result, we are determined to provide a vertically aligned rigorous curriculum (PK-16); provide well-planned student-centered instruction that focuses on project-based learning with real world connections; and provide accurate, meaningful and authentic assessment of students' mastery of knowledge and skills.

The **START** program funding is designed to facilitate authentic, project-based learning outside of the classroom via internet-capable devices. Such experiential learning, especially experiences with technology, promotes educational equity and excellence in an effort to eliminate the achievement gap. Donna ISD supports differentiation in the classroom, and provides opportunities for every student to learn in a manner that is consistent with his/her learning style. Academic success is enhanced when students receive targeted instructional interventions with rigorous and relevant curriculum.

In the **START** program, students will be learning through several different modalities, including direct instruction in the classroom, direct instruction through technology, and reinforcing activities using engaging software applications. In addition to well-prepared teachers and high quality instructional resources, the **START** program iPads are designed to become a reinforcement resource whenever a student is prepared to learn more.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108902

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Donna ISD uses several familiar data resources as indicators to prioritize campuses with the highest need for the technology lending program. These data sources include, but are not limited to, surveys, PEIMS data, attendance records, economic needs data, and demographic information.

The two elementary schools targeted as "most in need" were based on data proving significant economic disadvantage, LEP Program enrollment, and no significant off-campus Internet access are Truman Price Elementary and M. Rivas Elementary. The data used to make campus selection is outlined on the table below:

Indicator	Truman Price Elementary	M. Rivas Elementary
Economic Disadvantage	93.18%	98.90%
LEP Enrollment	53.41%	76.61%
Colonia Population Enrollment	75%	100%
% of 3 rd Graders meeting TELPAS Composite Reading Diagnostic Standards	72% (28% not at level)	27% (73% not at level)
% of 3 rd Graders reading at grade level as per Renaissance Place Star Screening Reading Levels	30% (70% below level)	17% (83% below level)
Data targeted for improvement in the START Program through our needs assessment process.		

Donna ISD is comprised of a high colonia population rate which consists of high economically disadvantaged families. The availability of mobile devices with Internet access in these home is expensive and cannot be afforded by the majority of these residents. The **START** Program will ensure access to lending equipment by allowing students to check out the mobile devices with Internet connection from the library. Students will be allowed to take the device home, giving them the opportunity to access online programs like the SRA Reading Laboratories, Lexia, Rosetta Stone, and Destination Reading. Having the opportunity of using a mobile device with Internet connection at home will give these students greater success in improving their reading levels and comprehension, which without this access would not have been possible.

Having access to a mobile device with Internet connection at home will give these students an advantage to further their learning. With the collaboration of the targeted schools, the Curriculum & Instruction Department, and the Technology Department these mobile devices will be ready for use when the students check them out. They will have the Internet connection and the necessary software programs installed and ready to use by the students. The district's Technology Department will provide training in proper use and care of the devices as well as ongoing tech support for the duration of the grant period.

Donna ISD has made significant efforts to improve technology accessibility to all its secondary students. The lending program will support these efforts at the elementary level. As we know the elementary years are crucial to the learning and comprehension of reading and the successful acquisition of English as a Second Language. The lending program will help elementary students have home access to the curriculum they need in order to achieve these important reading and language acquisition milestones. It will also provide the availability to mobile devices and internet connection needed that students at these campuses would otherwise not have access to.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Donna ISD's Elementary Reading and Language Arts curriculum includes Response to Intervention programs like Lexia, Rosetta Stone and Destination Reading. They are available for students who are identified as Tier II or Tier III and in need of differentiated instruction and increased levels of intervention to accelerate their rate of learning. M. Rivas and Truman Price Elementary have these programs set in place allowing for a well-integrated system of instruction and intervention using high-quality based classroom instruction, ongoing student assessment, tiered instruction, and parental involvement.

Lexia, Rosetta Stone, and Destination Reading are computer software programs available to all Donna ISD students and teachers. These programs are used during classroom instruction, scheduled computer lab periods, and for afterschool tutorials to assist students with their language development and reading comprehension. McGraw Hill's SRA Reading Laboratories 2.0 is an online reading program that will be used in conjunction with the existing RtI programs at Donna ISD. It is a program that can be personalized to the student's reading level and can be accessed in any technology device including the Apple iPad2.

Third grade teachers at M. Rivas and Truman Price Elementary are familiar with using technology devices to deliver lessons to their students. They are knowledgeable in using the computer software programs (i.e. Lexia, Rosetta Stone, and Destination Reading) available to differentiate instruction and provide intervention to those students identified as Level II and Level III learners. Incorporating the use of iPad 2's into the curriculum will require some teacher, student, and parent training on the use of mobile devices which the Curriculum & Instruction and Technology Departments will assist with during the time span of the grant.

M. Rivas Elementary averages a 21:1 student: teacher ratio. Truman Price Elementary averages a 19:1 student: teacher ratio. These classroom averages allow for small group instruction allowing for efficient allocation of resources to improve student outcomes. This lending program will blend seamlessly into the current Reading curriculum used in Donna ISD giving individualized and intensive interventions that target the students' skill deficits. With the projected success of the lending program at M. Rivas Elementary and Truman Price Elementary a school –wide framework for improving student outcome can be implemented once the grant period is over.

With the support of parents, teachers, campus administrators, and district administrative directors the lending program will be successfully implemented giving students an opportunity to improve their reading comprehension and increase their reading level by the end of the school year.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Donna ISD has been using many types of electronic instructional materials in the classrooms for many programs, student populations, and instructional settings. Donna ISD district has also invested in countless of hours of professional development and funding for classroom technology integration over the past 10 years. One of the greatest improvements in technology integration professional development and technology integration into the classroom has been our Master Technology Teacher (MTT) certification program. Since 2006, Donna ISD has been committed to fund graduate level courses for teachers given them the opportunity to obtain their Master Technology Teacher certification. In that first year, 3 teachers received their Master Technology Teacher certification and went on to receive a Masters in Educational Technology degree through the University of Texas at Brownsville. Since 2006, Donna ISD, in conjunction with the Connections Grant, has contributed to the certification of 45 teachers, librarians, and administrators.

The Master Technology Teacher program has been the cornerstone in implementing technology in the classroom through the use of electronic instructional materials. One of its successful endeavors has been the creation of the DonnaRIGHT website which contains many web 2.0 and technology integration resources useful in the classroom. The website and its resources can be accessed using the following link <http://donnaright.pbworks.com>. Another great contribution the Master Technology Teachers have made is the integration of technology into Donna ISD's curriculum. When Donna ISD was awarded the Connections Grant, one of the main focus was to assist the Curriculum & Instruction Department with the integration of technology into the core subject curriculum. The Connections Grant provided funding for the Master Technology Teachers to develop technology integration curriculum in the core subject areas. This allowed them to collaborate with the foundation subject area curriculum writers in Math, English Language Arts, Social Studies, and Science for elementary and middle school grade levels.

Every year, Donna ISD has been offering professional development in technology integration and online digital content. This includes summer professional development, Donna ISD Technology Conferences, after school trainings, Saturday trainings, and trainings during departmental planning meeting. For several years Donna ISD has sent Master Technology Teachers, core subject area teachers, librarians, and administrators to several Texas Computer Education Association Convention & Expositions and International Society of Technology in Education International Conference & Expos. These conference attendees in turn conduct professional development trainings back at Donna ISD showcasing the latest technology and best practices used in classrooms across the world.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Donna ISD has already laid a foundation for program success. Currently, Donna ISD provides ongoing professional development for teachers to integrate technology into the curriculum, including electronic instructional materials. At each school, a Campus Technology Representative (CTRs) has been assigned to attend in-depth training and support at the district level to support teachers and students. The district master instructor of technology and the district instructional technology specialist provide the training. Using a mentoring model, Donna ISD CTRs receive six weeks of intensive training to support and model instructional technology to local school teachers. CTRs have already received iPad and iPad training in support of curriculum technology integration. In addition, there are 36 certified master technology teachers in the district, with one at M. Rivas Elementary and two at Truman Price Elementary. These teachers will work closely with **START** program leadership.

At the teacher level, the **START** program third grade teachers will participate in intensive training on iPads and instructional technology available to program participants, including SRA Reading Laboratory 2.0 software, Rosetta Stone, Lexia Reading, and other district software. By incorporating strategies, objectives, and technology-based learning, students and teachers can collaborate for at-home learning that supports reading improvement. **START** program students will begin the school year on campus workstations until the iPads are available for distribution in October/November. Students, teachers, and parents will all receive training on iPad instructional uses, as well as the care and acceptable use of this valuable technology. An acceptable use meeting and agreement, signed by parents, will allow students to check out iPads for home use.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Donna ISD has already obtained approval to upgrade the district network operating center to support the **START** program with a high-speed broadband 10GB bandwidth infrastructure, along with new networking equipment to support instructional technology. Donna ISD has also been approved by USAC to replace the existing district wide wireless infrastructure with state-of-the-art Cisco Aironet Wireless equipment. This will allow schools to support instruction through future "Bring Your Own Devices" programs.

At the local schools, M. Rivas Elementary is scheduled for a network upgrade to support a dedicated 10GB connection to district servers in the network operating center. Wireless connectivity has been assessed and is sufficient for **START** program goals requiring high-speed wireless access within the schools.

Since **START** program technology implementation requires additional support, the grant coordinator and master instructor of technology will be notified immediately via phone, e-mail, or cellphone of any problems or issues to expedite issue resolution with hardware, software, or technology infrastructure. The existing district technology support structure includes one hardware technician for every three campuses, as well as a network administrator and two network assistants. An online helpdesk (Eduphoria) is used to expedite problem resolution, and the grant coordinator will use existing troubleshooting practices to expedite work orders related to the **START** program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As state-of-the-art technology, the iPads purchased through the **START** program will include 3G internet data service capability. In collaboration with the district's cellular wireless provider (AT&T), each of the 100 iPads will include unlimited 3G data services. These devices will be distributed to targeted third-grade students with low performance scores, demonstrate limited English proficiency, and have not yet met the district reading diagnostic grade-level standards. Half of the 100 devices will be placed at Truman Price Elementary and half at M. Rivas Elementary.

At the local schools, the campus librarian/media specialist will inventory the **START** program iPads through the school circulation system. **START** program students will be able to check out the iPads for school use. The **START** program parents will have to attend a meeting to discuss technology care, responsibilities, and acceptable use prior to at-home use of the devices. Student training on instructional uses, maintenance, and responsible use will be delivered by teachers in the classroom setting. After being checked out overnight, **START** iPads will be checked back into the media center for charging, inspection, and periodic maintenance.

Beyond the physical management aspect of the technology, teachers will model instructional uses of **START** technology projects, assignments, and direct instruction in support of curriculum objectives. At-home activities, supported by teachers in the classroom and parents at home, promote independent individual work to increase reading skills and comprehension.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As part of the continuous improvement efforts in Donna ISD schools, the wireless connection at Truman Price Elementary and M. Rivas Elementary are currently being upgraded to state-of-the-art Cisco Aironet technology for use beginning August 2014. This improvement will ensure full coverage throughout the school and expand on the number of mobile devices that could connect at the same time, a significant improvement of previous technology infrastructure. For the **START** program, the technology department will configure the iPads to be used in the classroom and on the school wireless network.

Donna ISD uses a mobile device management (MDM) system called AirWatch. AirWatch mobile device management gives the technology department an efficient method to view and manage all devices from a suite of district-level network administration tools. Mobile devices can be added to the network quickly, settings can be updated wirelessly, and a higher level of security is supported by AirWatch. The AirWatch administrative software is also used to acquire, distribute, secure, and track mobile software, including instructional applications placed on the **START** program iPads.

Donna ISD is also supporting the **START** program by placing the right people on the implementation team, including the technology director, master instructor of technology, and instructional technology specialist. This group will provide a high number of **START** program training activities in the program schools for teachers, curriculum specialists, and principals. Program training will emphasize instructional strategies using iPads for both at-school environments and home uses. Additionally, if there are technical issues with **START** program technology, the implementation team members will be the primary contacts for resolving problems.

Donna ISD already has a standard support process in place to manage any technology issues that arise during the school day by dedicated technicians in each school, as well as district-wide network administrators.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student Selection. Initially, **START** program iPads will be ordered for arrival in October/November. **START** program students will be third grade students selected based on several factors of low reading performance and inability to meet existing reading standards. The first criterion is determined by the TELPAS Reading state assessment administered in March 2014. Second, the district's reading diagnostic assessment was administered in February 2014 and selected students are shown to be unable to meet grade-level reading standards or scored at the minimum for grade level performance. The third factor is school-based reading level assessed by STAR Reading screening developed by Renaissance Place, and is administered every six weeks. **START** program selected students are identified as below grade-level reading on a scale of "on level", "one level below," "2 levels below," or "2.5 levels below."

SRA Reading Laboratory 2.0 Software. The **START** project team and project teachers will receive vendor-delivered professional development on the SRA Reading Laboratory 2.0 software. As program students are identified, accounts will be created for them on the SRA Reading Laboratory 2.0 software for classroom use.

Rosetta Stone English. Students selected for the **START** program will receive access to the Rosetta Stone program to practice or learn the English language and increase English proficiency levels. The Rosetta Stone program has been used in Donna ISD for over 8 years. Access to this application via the **START** program iPads will allow the students to use the Rosetta Stone program at school and at home.

Inventory Management. Once the **START** program iPads arrive, Donna ISD will inventory the devices and distribute them to the two participating campuses, Truman Price Elementary and M. Rivas Elementary. Using the recently-upgraded AirWatch network device management system, the **START** program iPads will be locally configured for student use. Local inventory processes through the school library/media center will collect iPad description, model number, serial number, and Donna ISD technology number, and add a unique circulation bar code number. The circulation system, Destiny, is an easy-to-use PreK-12-focused circulation, cataloging, inventory and reporting functions for school libraries. Using the reporting function of Destiny, **START** lending program use will be closely monitored.

Classroom Management. **START** program students will be able to check out iPads for use in classrooms and at home. During the check-in and check-out process, the teachers will be involved in the classroom usage of the devices, along with maintenance in secured power carts. The teachers will also be responsible for instructional planning using **START** program technology by developing lessons appropriate for technology reading reinforcement and home activities that support instructional reading activities.

Maintenance and Monitoring. The **START** program iPads will be inspected daily by the teachers to identify any technology problems during instructional use. If problems occur, a troubleshooting process is already in place that expedites any repairs. From the district level, the **START** program iPads will be part of a regular monitoring process using the AirWatch device management system, and software updates will be performed periodically to ensure application integrity. The **START** program implementation team will also monitor lending program use and communicate with stakeholders, including parents and teachers, to encourage full use of the program to support reading improvement.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108902

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Donna ISD local policy for the Technology Lending Equipment is as follows:

1. Eligibility – The primary function of Instructional Technology Department (ITD) equipment is to support teaching and learning. Local policy CQ and CQA make references to student use of technology. Donna ISD Parent/Student Mobile Device Handbook makes references to parent and use responsibilities while using school technology equipment.
2. Check Out/ Check In
ipads will be picked up at the campus library during normal business hours and may occasionally change for campus events and holidays. Last Names of students will be used for checking out the ipads. All ipads are required to be turned in at the end of the school year.
3. Liability
Donna ISD will purchase a comprehensive insurance for the ipads that will be used for this grant. Parents are liable for any damage the equipment sustains while checked out.
The full replacement cost shall be due for all equipment not returned before the due date.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon receiving the **START** program funding, parents of students identified for the program will be invited to a project meeting to introduce program goals and objectives. The **START** program implementation team and teachers will lead the meeting, emphasizing the instructional opportunity available to their students for reading improvement.

However, prior to **START** program iPad availability, all students in the third grade of the program schools will complete a curriculum section on digital citizenship. This will help establish a vocabulary and meaning to appropriate use of school-owned technology. Since Donna ISD currently has a mobile device lending policy, the policy will be discussed in the meeting with both **START** program parents and students. Upon signing the policy agreement, students will be able to use the lending process to check out a **START** program iPad for instructional use. The parents and students will also receive a copy of the policy agreement for further discussion at home.

In the meeting, several topics will be discussed in support of using the **START** program iPads instructionally:

- **START** program iPads will be used for educational purposes only and will have data service for internet access
- iPad apps and shortcuts will be installed by Donna ISD and may not be changed or modified in any way by students or parents. Changes to the **START** program iPad will also be prevented by district technology management software
- **START** program students will check out the iPads to work on an assigned lesson or activity from the teacher
- **START** program parents will be asked monitor and assist their child on the usage of the iPad for instruction
- Students and parents are responsible for recharging **START** program iPads at home before the students bring the iPads back to school the following day

START program checkout is for one day at a time, meaning the iPad must be returned the following day and may not be left at home during the school day; this allows maximum instructional use of **START** program technology during the evening and during school hours.

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